Distance Learning With GEDTS

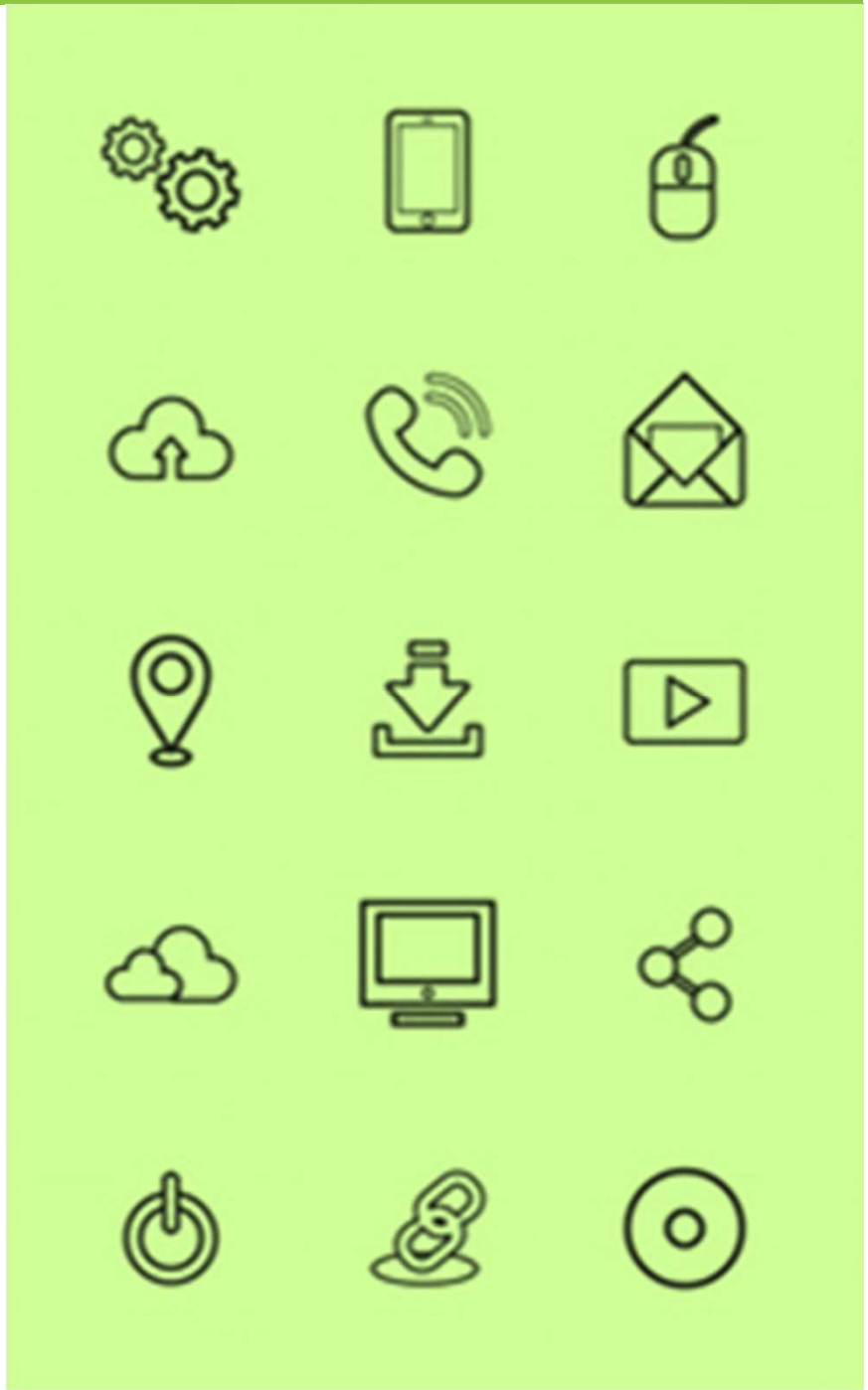
A Workshop from GED Testing Service®

Presented by Thomas Ross

GED TESTING SERVICE®

In this session, we will…

- Explore the instructional needs of different generations
- Explore apps and programs that engage students in active learning
- Explore resources for teachers to use to organize classes and instructional activities



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What does Generation Have to Do with Learning

5 Generations – 5 Learning Needs

Traditionalists

Traditionalists are motivated by money, but also want to be respect

Preferred recognition style: subtle, personalized recognition and feedback.
Welcomed benefits: long-term care insurance, catch-up retirement funding

Baby Boomers

Baby Boomers prefer monetary rewards, but also value flexible reti
planning and peer recognition.

Preferred recognition style: acknowledgement of their input and expertis
prestigious job titles, parking places and office size are measures of succes
Welcomed benefits: 401(k) matching funds, sabbaticals, catch-up retirement

Generation X

Generation X values bonuses and stock as monetary rewards and wo
flexibility as a non-monetary reward.

Preferred recognition style: informal, rapid and publicly communicated.
Welcomed benefits: telecommuting and tuition reimbursement.

Generation Y

Generation Y wants stock options as a monetary reward and value
feedback as a non-monetary reward.

Preferred recognition style: regular, informal communication through comp
or social networks.
Welcomed benefits: flexible schedules, continued learning.

Generation Z

Generation Z is more interested in social rewards (mentorship and c
feedback) than money, but also is motivated by meaningful work an
given responsibility.

Preferred recognition style: regular in-person public praise.
Welcomed benefits: online training and certification programs.

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Our Students

Generation Name	Births Start	Births End	Youngest Age Today*	Oldest Age Today*
Baby Boomer Generation	1946	1964	55	73
Generation X (Baby Bust)	1965	1979	40	54
Xennials	1975	1985	34	
Millennials Generation Y, Gen Next	1980	1994	25	
iGen / Gen Z	1995	2012		

https://www.[illegible]nner.com/Career-Article[illegible]fm

Xennials are considered a "swing" section or in-betweeners. In this case, they don't consider themselves true millennials and not GenXers.

National Re[illegible]
Nationa[illegible]
7/1[illegible]

https://ww[illegible]v/about/offices/list/ovae/pi/AdultEd/sp[illegible]py2017/nationalsummary.pdf

[illegible]pants	Age Range	% of Total
123,476	16-18	8.6%
272,512	19-24	19%
706,560	25-44	49.5%
194,752	45-54	13.6%
58,111	55-59	4%
60+	71,928	5%
Total - 1,427,339	16-60+	

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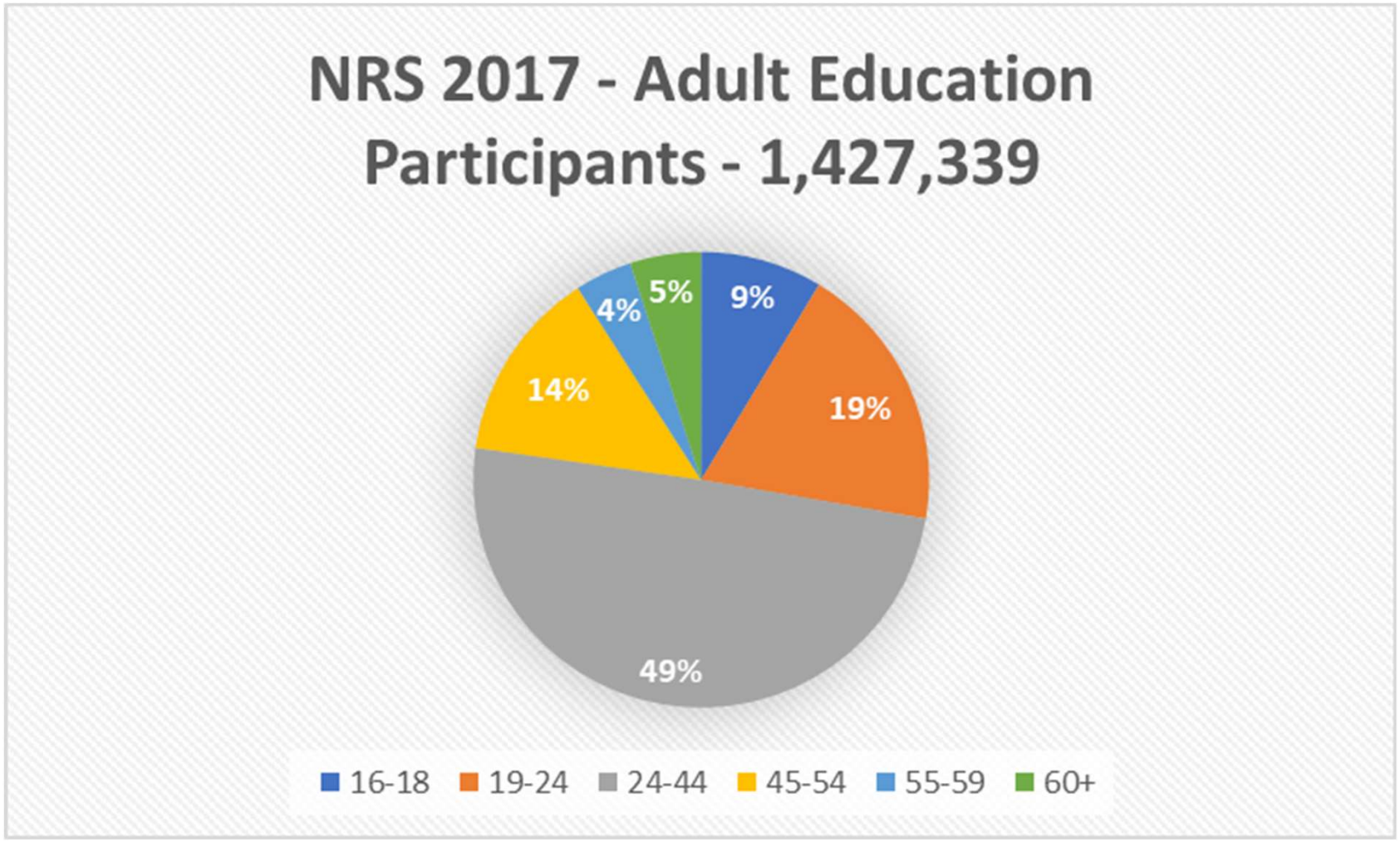
NRS 2017 - Adult Education
Participants - 1,427,339
9%
19%
49%
14%
4%
5%
16-18
19-24
24-44
45-54
55-59
60+

	Traditionalists	Boomers	Gen X	Millennials	Gen Z
Preference	• Like the "traditional" education structure • Will not generally contradict or disagree with a facilitator in front of others • Does not enjoy being singled out in group discussions or for questions • Likes to practice alone, not in groups • Not likely to ask questions during discussions	• Enjoy working in creative manner • Sensitive to criticism • Often possess significant professional experiences • Require significant interaction and "talk" time • Enjoy icebreaker and introduction activities • Prefer a spirit of collegiality in meetings • May have problems with authoritarian direction	• Self-reliant • Require regular, if not constant, feedback • May lack interpersonal skills • Can be cynical • Require relevance in assignments and courses • Often impatient • Consider themselves technologically capable • Are adaptable and informal	• Accustomed to group work • Comfortable with active learning • Multi-task with ease • Technological experts • Goal and achievement oriented • Require more structure and mentoring • Learn from failure • Motivated by money and earning potential	• Prefer self-directed and independent learning • Value and use a steady stream of information • View technology as a regular part of life, not as a tool • Sitting and listening to a lecture is torture • Prefer digital textbooks • Learning must be interactive • Want to choose what to learn and how they want to learn it

Age Group and Generational Characteristics

AGE GROUP and GENERATIONAL WORKPLACE CHARACTERISTICS

	TRADITIONALISTS 1925-1945	BABY BOOMERS 1946-1964	GENERATION X 1965-1980	GENERATION Y 1981-2000	GENERATION Z 2001-today
				MILLENNIALS	
Communications	Formal Memos and letters	In person Group discussions Telephone	Informal Direct and immediate Like sbeing "in the loop" Technology literate E-mail & voice mail	Informal Simultaneous Open and social Smartphone text, email & voice mail Technology natives	Technology dependent and immersed
Learning and Training	Traditional classroom Experience	Traditional classroom Paper/Book based Experience	Group and independent study Book and computer-based Experience	Independent and social /Internet Computer/app-based Mentors Experience	Proactive Independent and social / Internet Computer/app-based Mentors and peers Experience
Feedback and Rewards	No news is good news Satisfaction in a job well done	Don't appreciate it More money Title recognition and respect	Sorry to interrupt, but how am I doing? Freedom is best reward Money enough + Impatient	Instant gratification Attention that is documented and socially shared Vacation Meaningful work that makes a positive difference	Personalized/frequent Attention that is documented and socially shared Vacation Meaningful work that makes a positive difference
Messages that Motivate	Your experience is respected	You are valued You are needed	Do it your way Forget the rules if you find a better way	You will work with other bright, creative people	You will work with other bright, creative people
Work and Family Life	Conservative Separated	No balance Work to live, live to work	Balance / Integration to juggle it all Flexibility	Balance / Integration to live satisfied	Balance / Integration to live satisfied Work when and where is most productive

Research gathered in Fall 2017, by JUPER Communications, LLC

https://jupercommunications.com/wp-content/uploads/2018/02/TABLE_Age-and-Generation-Groups-in-the-Workplace.pdf

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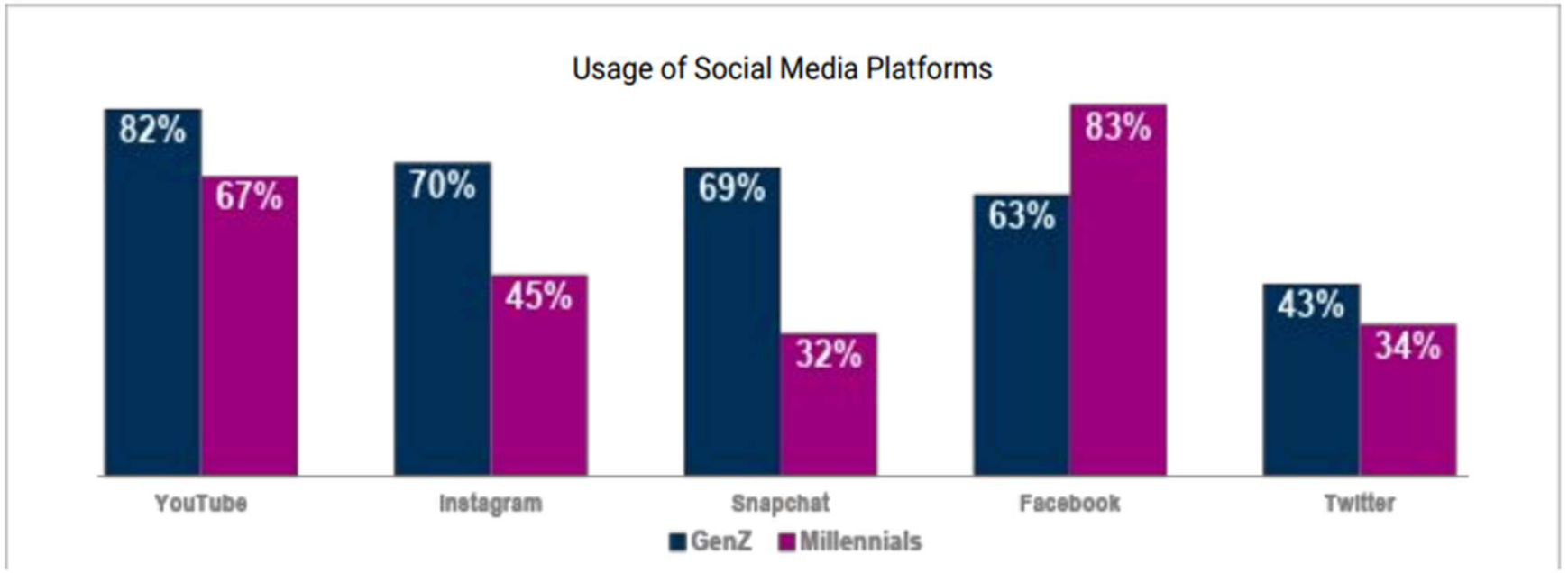
GenZ

GenZ demonstrates more current online behaviors

YouTube is king, especially among GenZ, who also use more modern versions of social media (Instagram and Snapchat vs. Facebook).



Pearson

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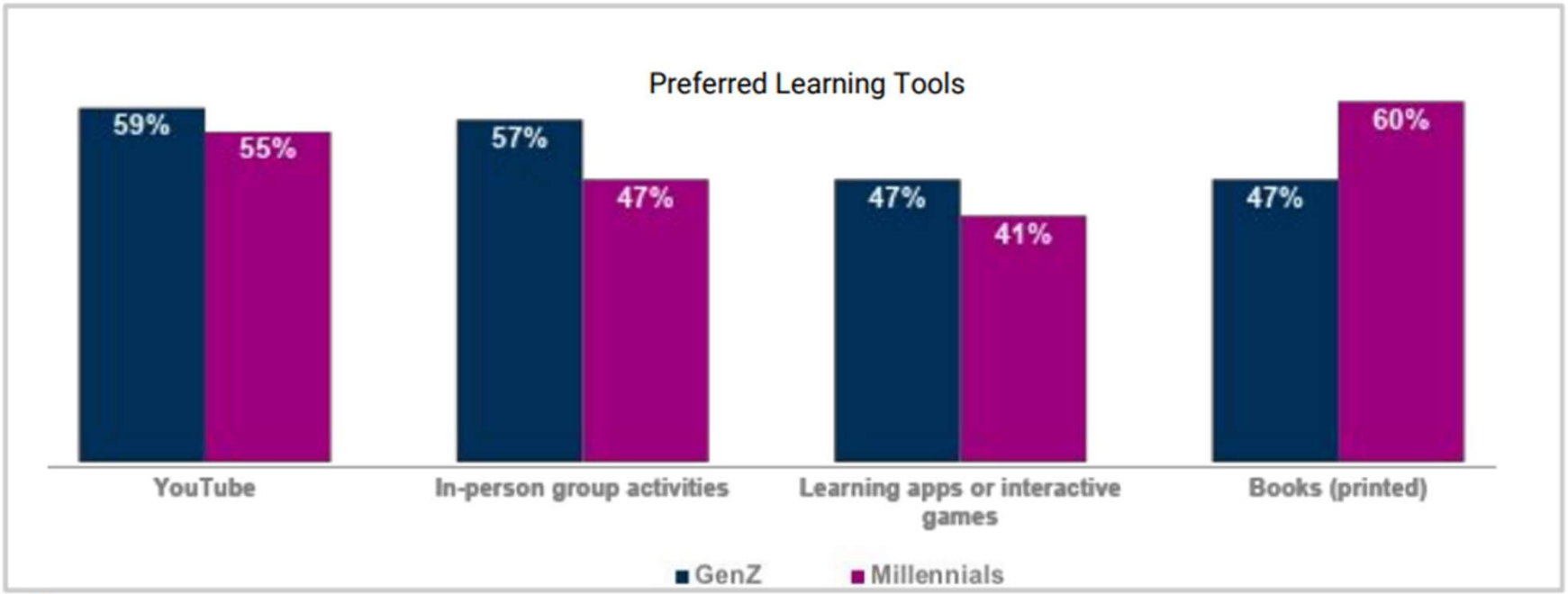
Learning

Preferences for YouTube, apps & videos translates to preferred ways of learning

GenZ is more likely to prefer YouTube or Apps to Millennials, who prefer printed books for learning.



Pearson

14

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Putting Smart Phones to Use in the Classroom

No need to ban the phone!

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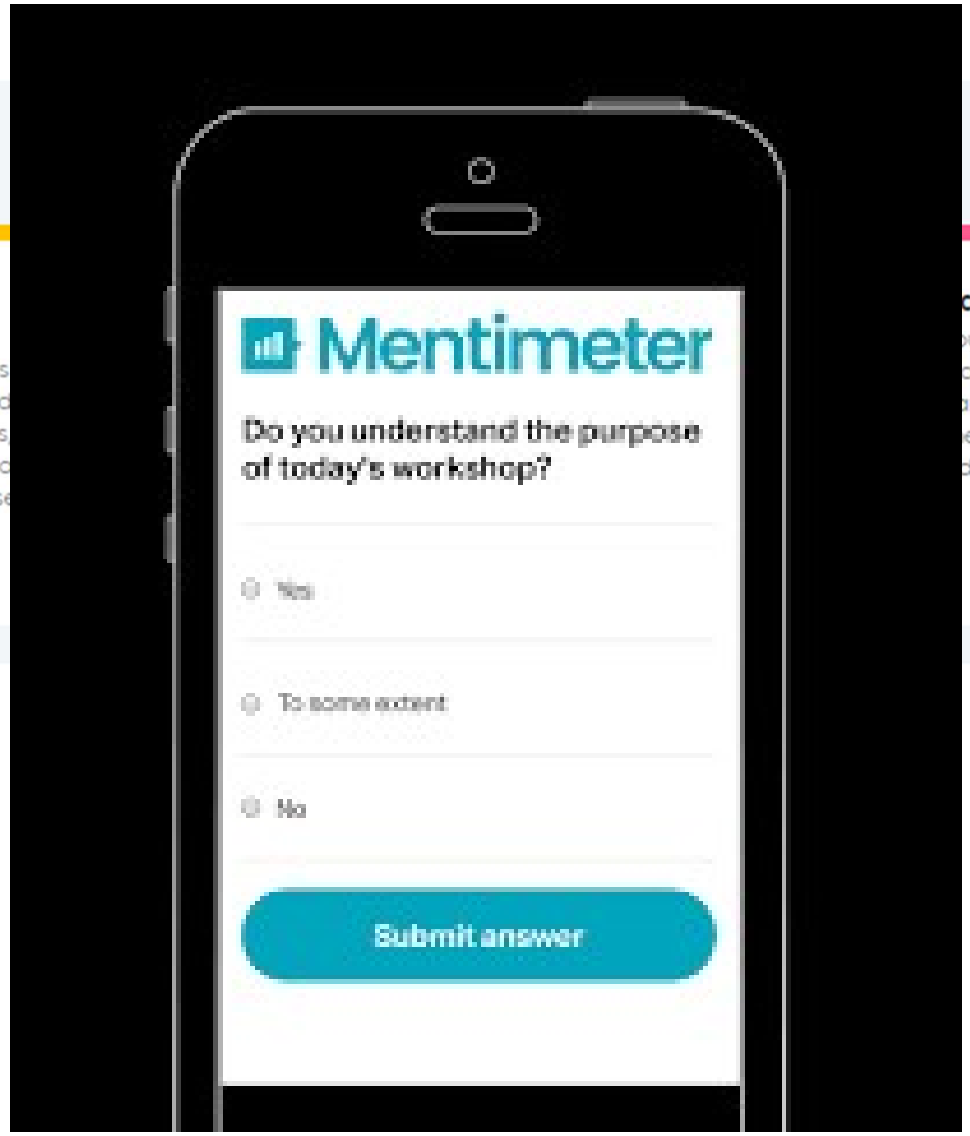
It's More than Just Texting

"Grandpa is showing us how they sent a text when he was a kid."

Mentimeter



Create interactive presentations

Build interactive presentations
easy-to-use online editor. Add
questions, polls, quizzes, slides
gifs and more to your presenta
create fun and engaging prese

are and analyze data

ur Mentimeter presentation is
are and export your results for
nalysis and even compare data
e to measure the progress of
dience.

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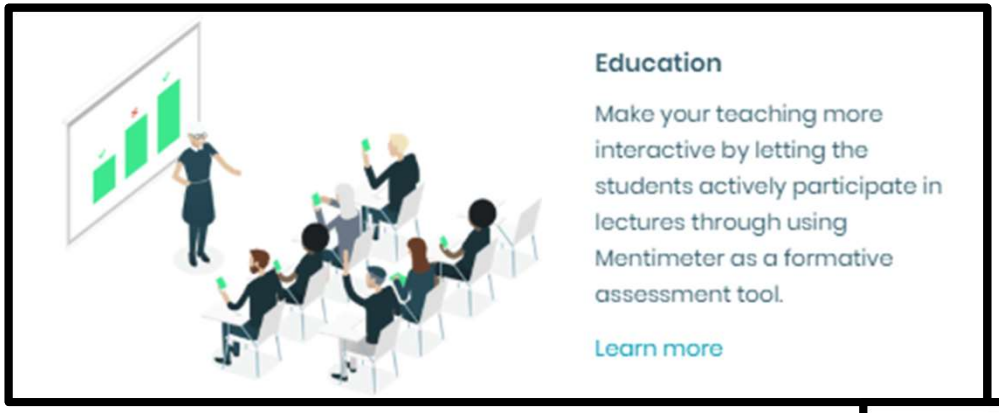
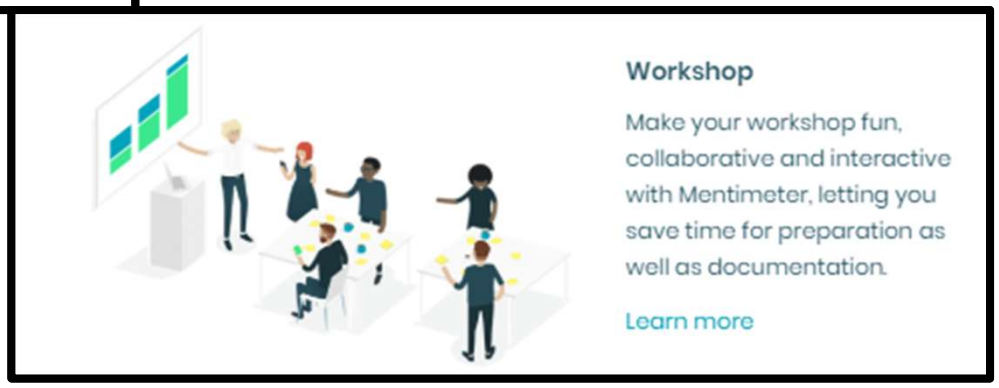
Mentimeter

Create fun and interactive presentations

Mentimeter is an easy-to-use presentation software. With Mentimeter you can create fun and interactive lessons. Mentimeter helps make lessons and workshops innovative and memorable.

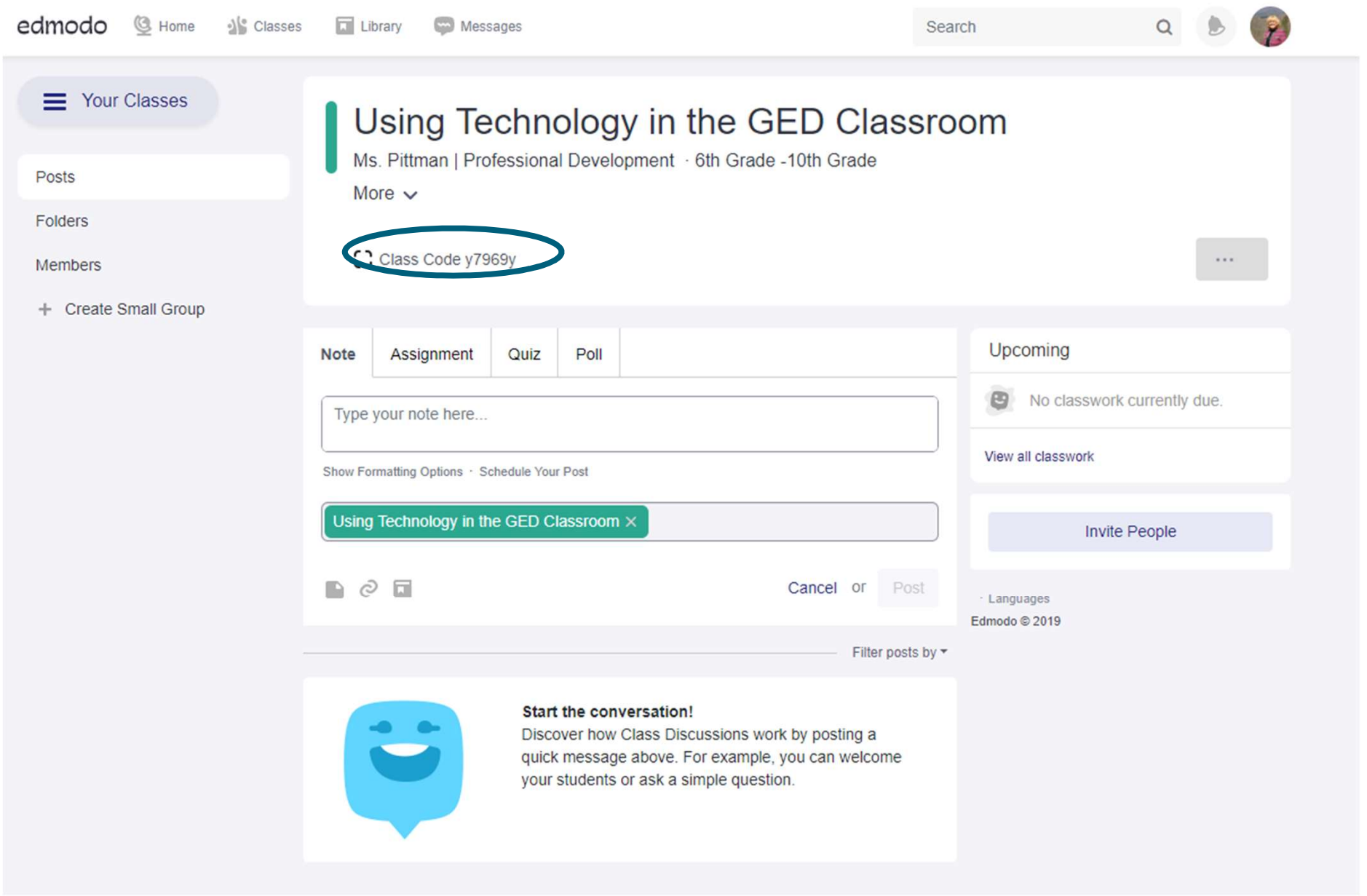




How could you use Mentimeter?

- Ask the “question of the day”
- Assess students understanding of a concept
- Provide the “word of the day” and have students give their first impression of what it means
- Post a cartoon and ask students to make inferences about it
- Ask students what they know about a given topic and post their remarks

Edmodo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Home
Classes
Library
Messages
Search
Your Classes
Posts
Folders
Members
Create Small Group
Using Technology in the GED Classroom
Ms. Pittman | Professional Development · 6th Grade -10th Grade
More
Class Code y7969y
Note
Assignment
Quiz
Poll
Type your note here...
Show Formatting Options · Schedule Your Post
Using Technology in the GED Classroom
Cancel or Post
Filter posts by
Start the conversation!
Discover how Class Discussions work by posting a quick message above. For example, you can welcome your students or ask a simple question.
Upcoming
No classwork currently due.
View all classwork
Invite People
Languages
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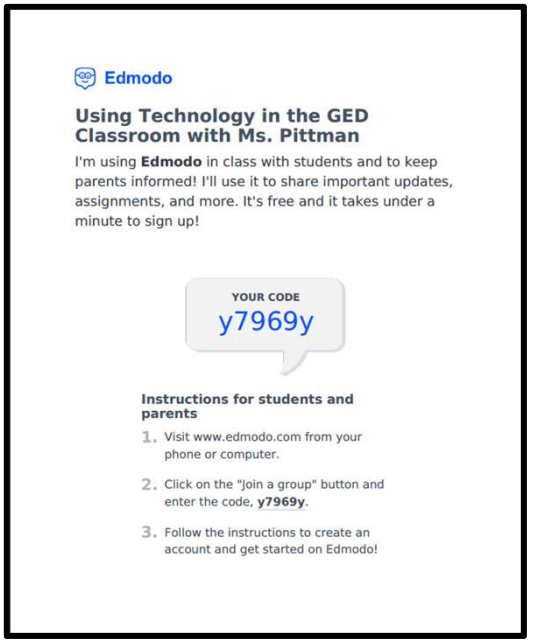
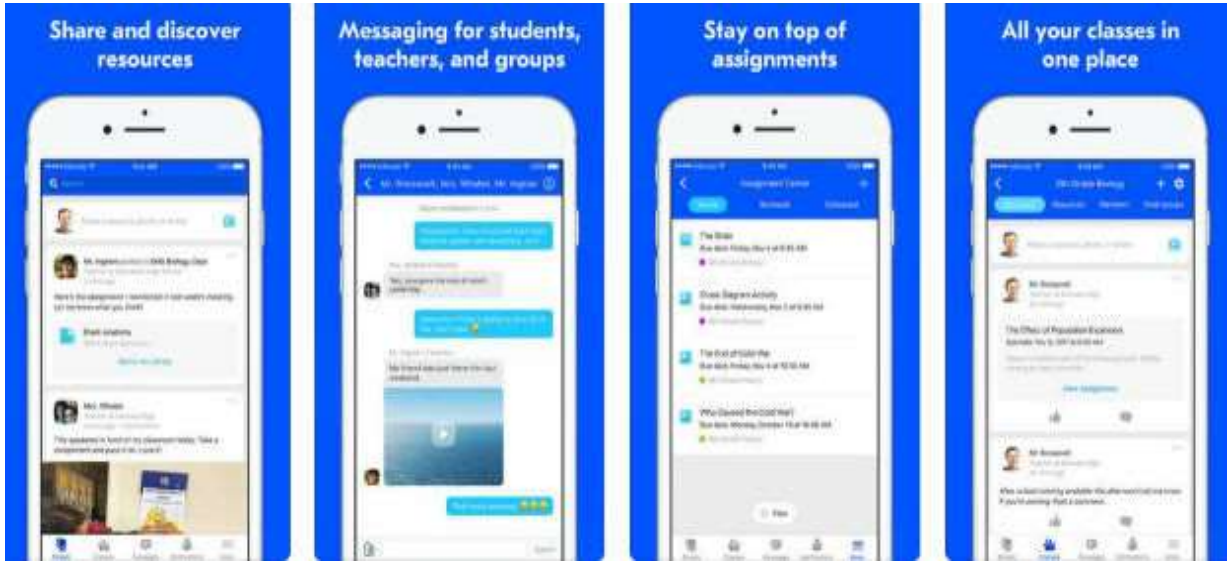
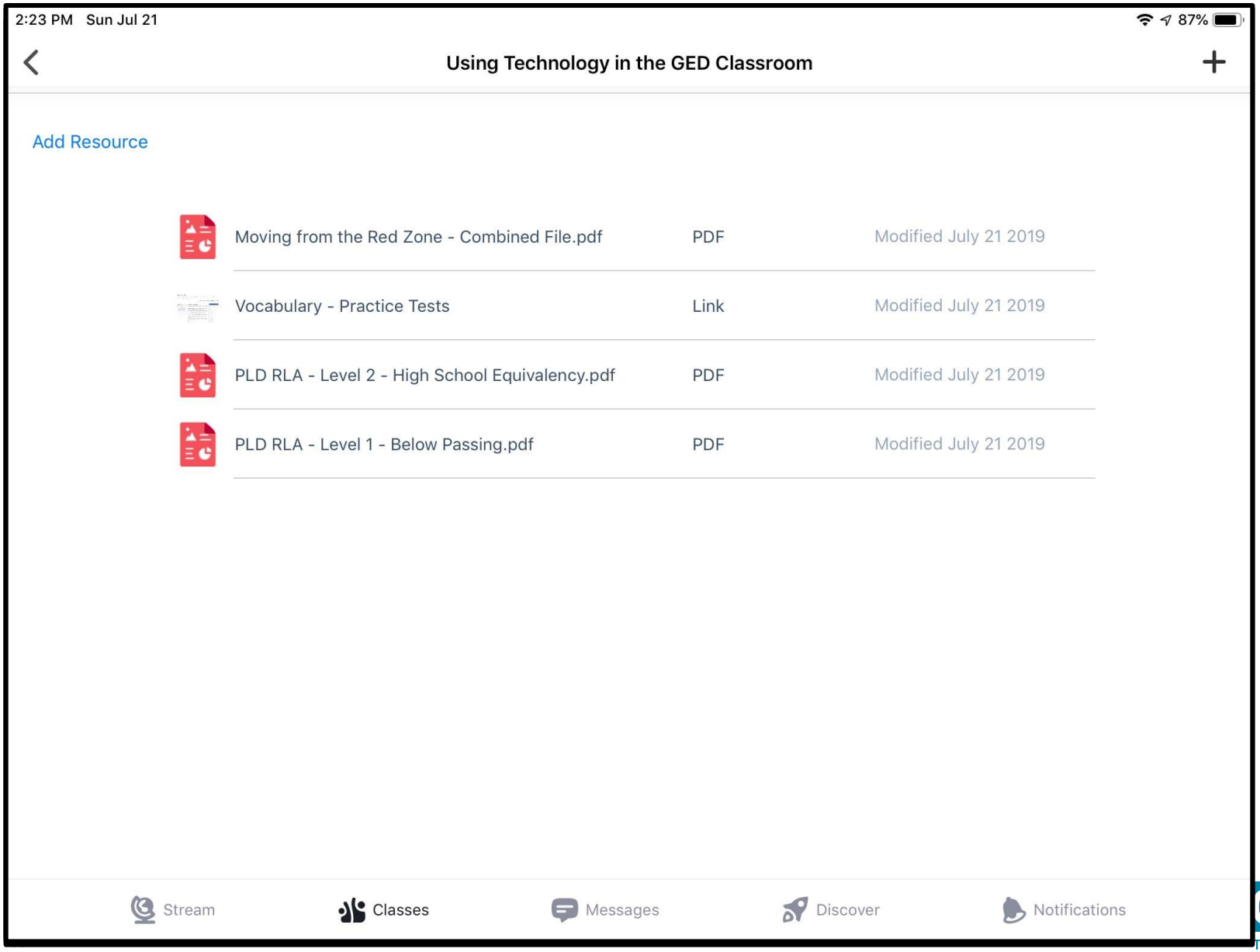
Accessing Edmodo

- PC or Laptop
- Android or IOS
- Phone or Tablet





Phone or Tablet/iPad



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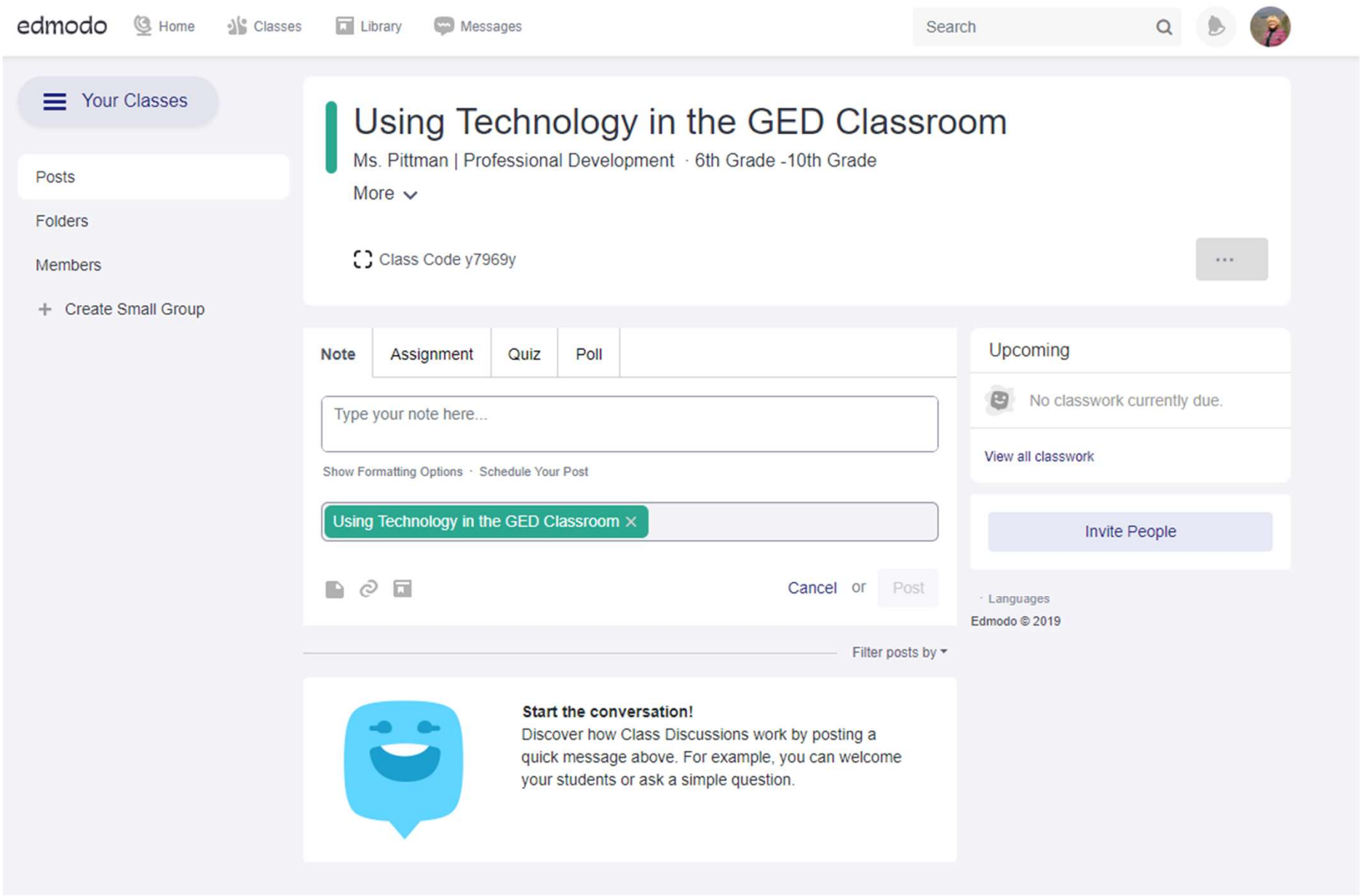
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Home
Classes
Library
Messages
Search
Your Classes
Posts
Folders
Members
Create Small Group
Using Technology in the GED Classroom
Ms. Pittman | Professional Development · 6th Grade -10th Grade
More
Class Code y7969y
Note
Assignment
Quiz
Poll
Type your note here...
Show Formatting Options · Schedule Your Post
Using Technology in the GED Classroom ×
Cancel or Post
Filter posts by
Start the conversation!
Discover how Class Discussions work by posting a quick message above. For example, you can welcome your students or ask a simple question.
Upcoming
No classwork currently due.
View all classwork
Invite People
Languages
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AAAKnow

- **Thousands of interactive arithmetic lessons**.
- **No cost or registration** required to practice your math on the AAAKnow.com web site.
- **Unlimited practice**
- **Wide range of lessons** (K-8)
- **Immediate feedback**
  - Prevents practicing and learning incorrect methods, which is a common result of traditional homework and worksheets.
  - Practice can continue if desired in a non-threatening format which helps build self-esteem and confidence.

AAAKnow.com

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Grades K-8 | Math Topics | Contact | Sister Sites

NEW!! Click Here to translate these Math lessons to over 100 languages.

- Geometric Figures
- Geometric Calculations
- Perimeter and Circumference
- Area
- Surface Area
- Volume
- Integers
- Expressions, Equations and Inequalities
- Statistics
- Exponents
- Scientific Notation

EQUATIONS: LEARN

An *inequality* is very similar to an equation, but the answers form a range of numbers that could work to make the equation true.

For example, the inequality x > 4 would be true for all x values which are larger than 4, such as 4.1, 5, 10000, and so on.

Solving an inequality is just like solving an equation, except there is one extra rule to remember: if you multiply or divide by a negative number, switch the direction of the inequality.

Here is an example that shows how inequalities can be solved just like equations.

$$\begin{array}{r} 8x - 2 > 14 \\ +2 \quad +2 \\ \hline 8x \quad > 16 \\ \div 8 \quad \div 8 \\ \hline x \quad > 2 \end{array}$$

And here is an example regarding the extra rule about switching the direction of the inequality when you multiply/divide by a negative.

$$\begin{array}{r} -8x - 2 > 14 \\ +2 \quad +2 \\ \hline -8x \quad > 16 \\ \div(-8) \quad \div(-8) \\ \hline x \quad < 2 \end{array}$$

EQUATIONS: PRACTICE

Solve for x.

Start 00:29

Note: click the inequality button to toggle the direction of the inequality.

If -4x + 9 < 25,

then x < [ ] Check

0 1 2 3 4 5 6 7 8 9

$. : + - * / Clear Close

Correct!

You have 1 correct and 0 incorrect.

English, Spanish, or…

EQUATIONS: LEARN

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then x < [ ] Check

0 1 2 3 4 5 6 7 8 9

$. : + - * / Clear Close

Correct!

You have 1 correct and 0 incorrect.

ECUACIONES: LEARN

Una *desigualdad* es muy similar a una ecuación, pero las respuestas forman un rango de números que podrían funcionar para hacer verdadera la ecuación.

Por ejemplo, la desigualdad x> 4 sería cierto para todos los valores x que son mayores que 4, tales como 4,1, 5, 10 000, y así sucesivamente.

Resolver una desigualdad es igual que la solución de una ecuación, excepto que hay una regla adicional para recordar: si se multiplica o divide por un número negativo, cambia la dirección de la desigualdad.

He aquí un ejemplo que muestra cómo las desigualdades se pueden resolver como ecuaciones.

$$\begin{array}{rl} 8X - 2 > & 14 \\ +2 & 2 \\ \hline 8X & > \text{dieciséis} \\ \div 8 & \div 8 \\ \hline X & > 2 \end{array}$$

Y aquí es un ejemplo en cuanto a la regla adicional acerca de cambiar la dirección de la desigualdad cuando se multiplica / divide por un negativo.

$$\begin{array}{rl} -8\ X\ - 2 > & 14 \\ +2 & 2 \\ \hline -8\ X & > \text{dieciséis} \\ \div (-8) & \div (-8) \\ \hline X & < 2 \end{array}$$

ECUACIONES: PRÁCTICA

Solución para x.

comienzo 00:00

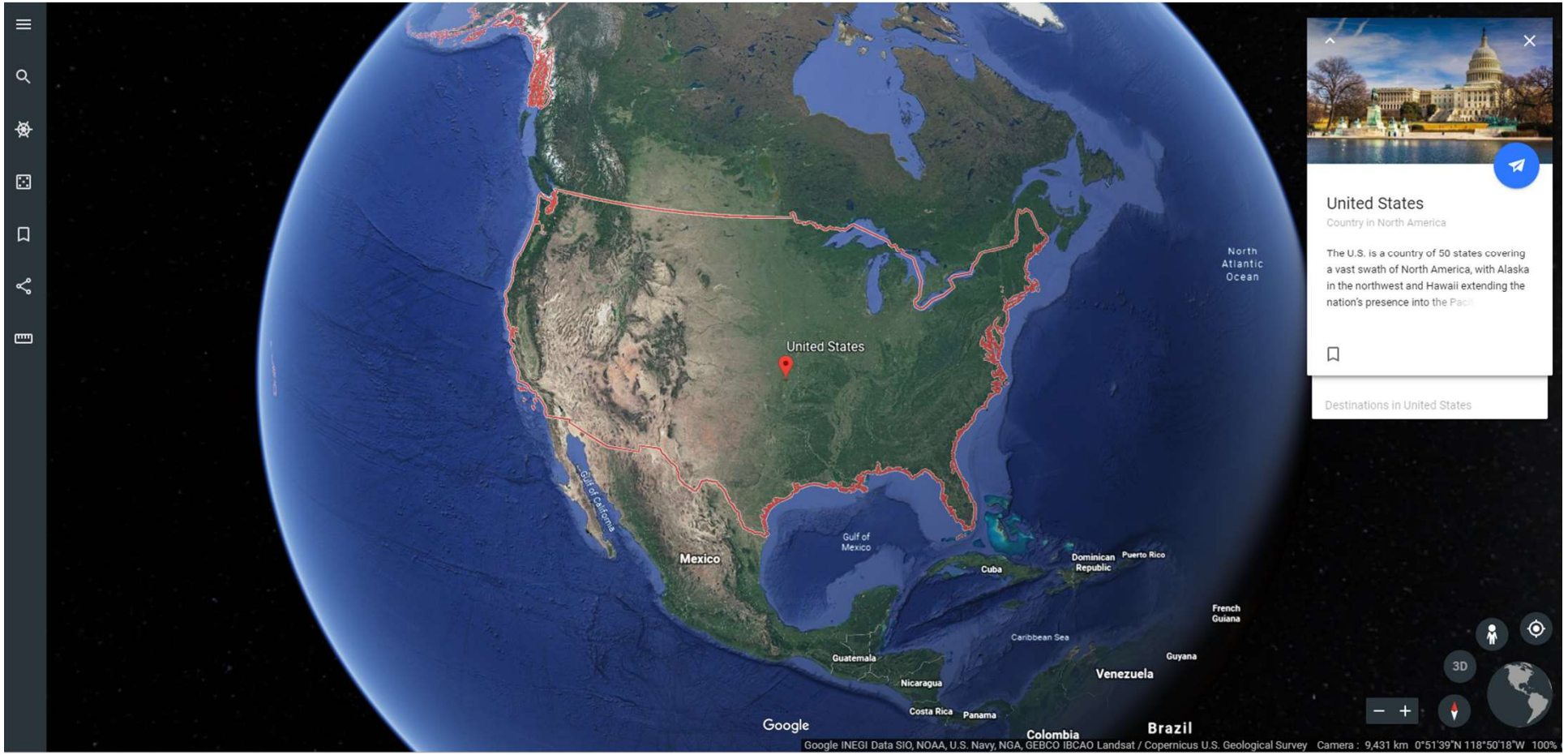
Nota: haga clic en el botón de la desigualdad para alternar la dirección de la desigualdad.

Si ,

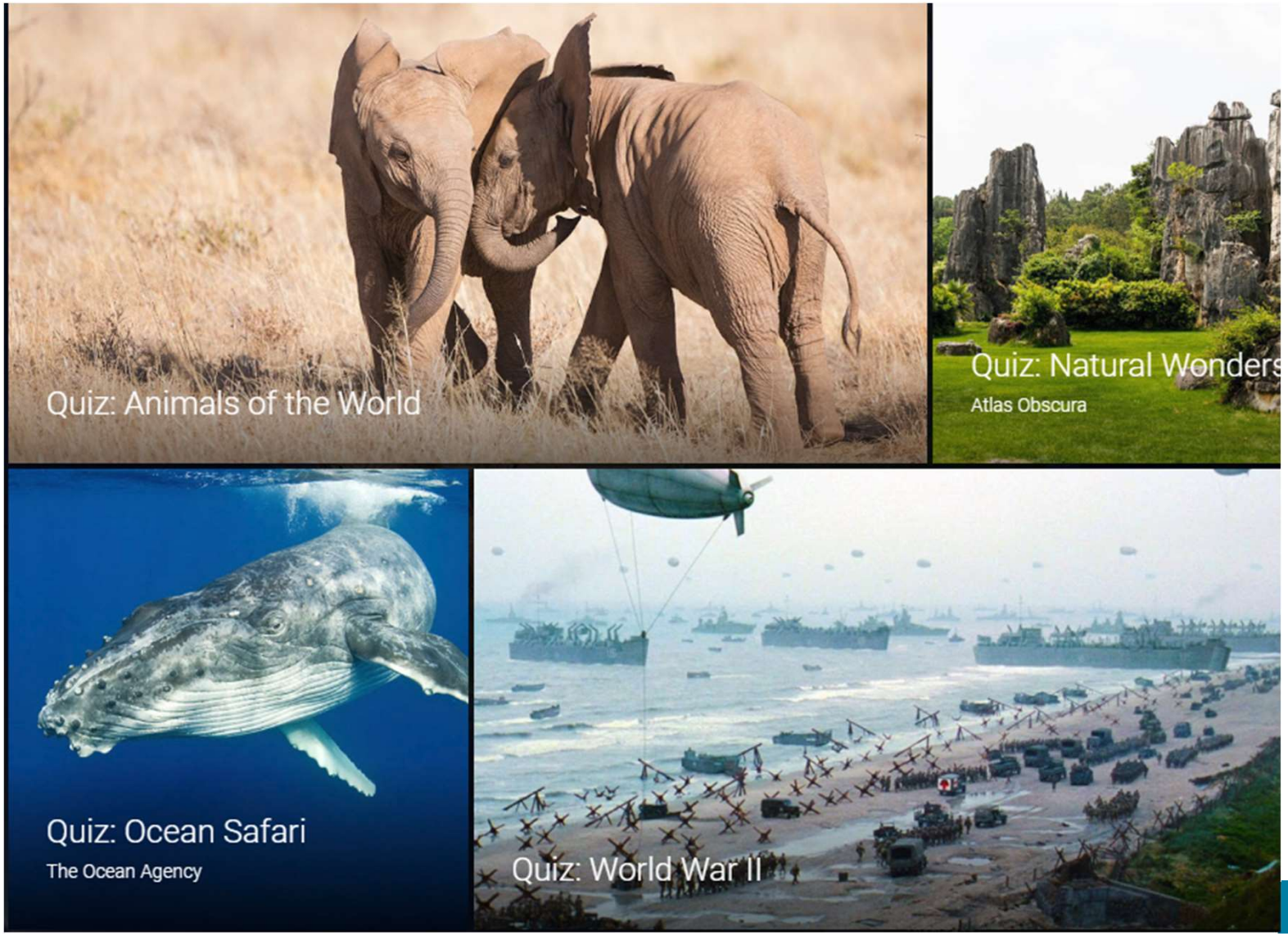
entonces x > [ ] Comprobar

Presione el botón de inicio para comenzar

Google Earth



Interactive Learning



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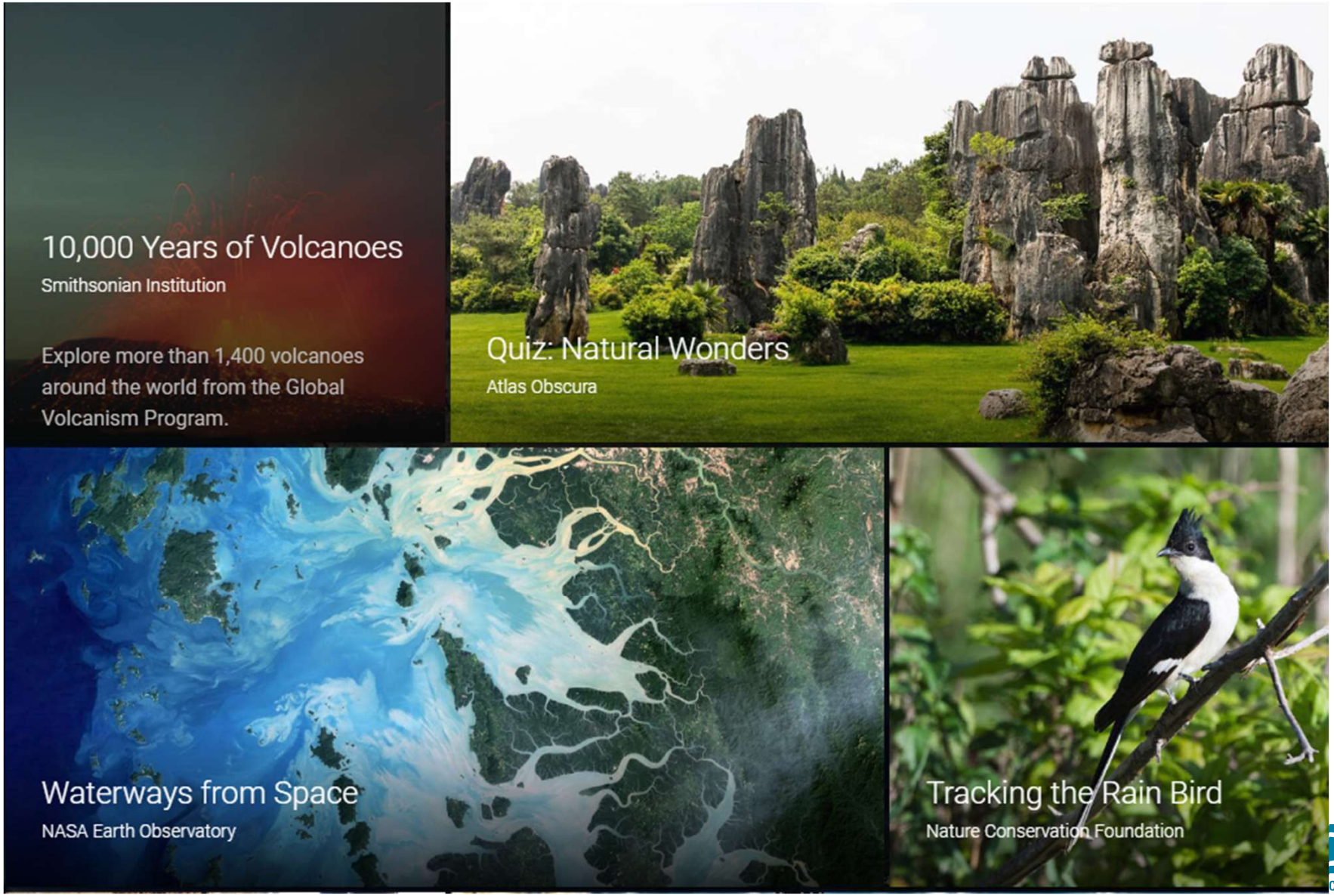
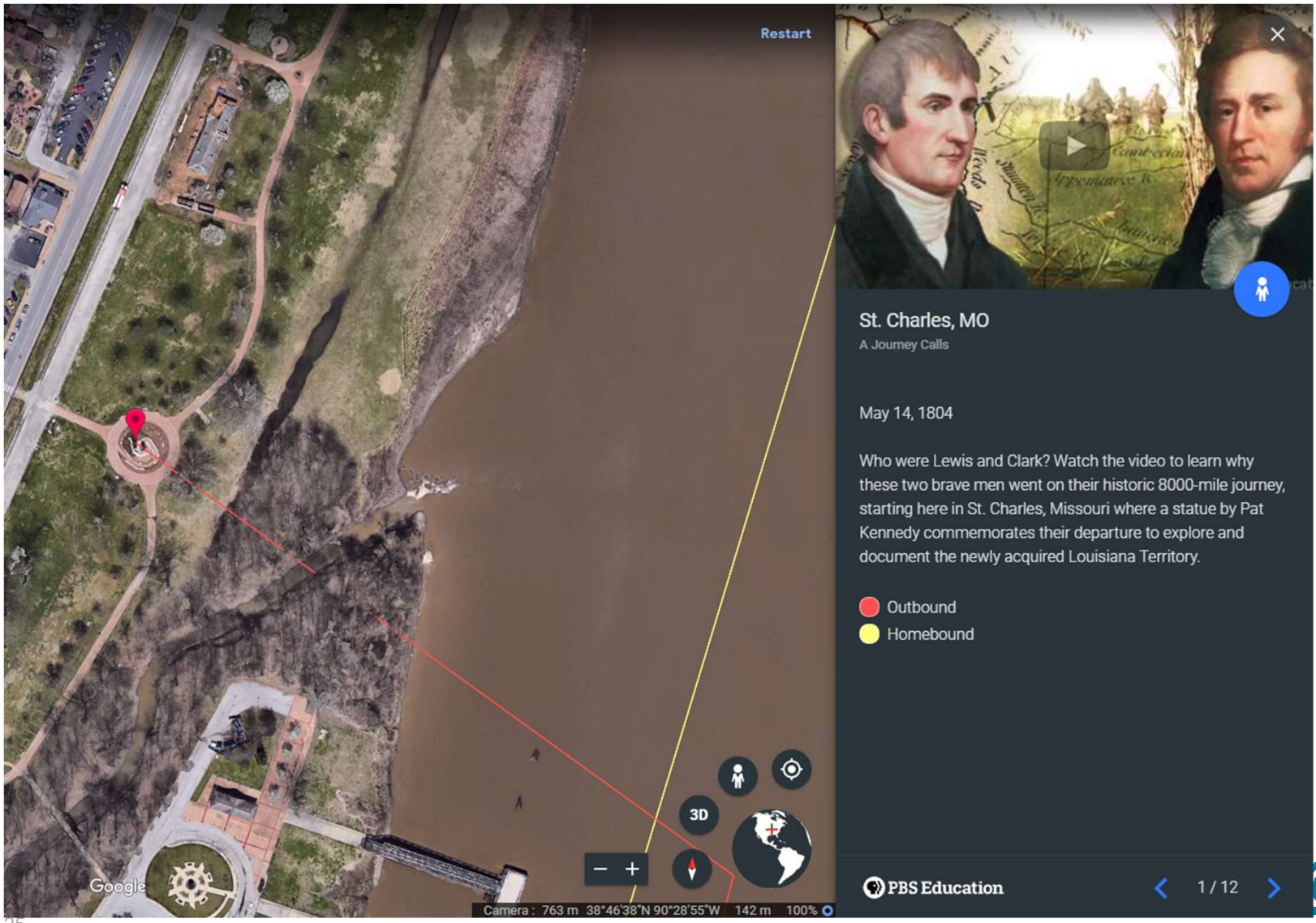
Nature


10,000 Years of Volcanoes
Smithsonian Institution
Explore more than 1,400 volcanoes around the world from the Global Volcanism Program.
Quiz: Natural Wonders
Atlas Obscura
Waterways from Space
NASA Earth Observatory
Tracking the Rain Bird
Nature Conservation Foundation

Education



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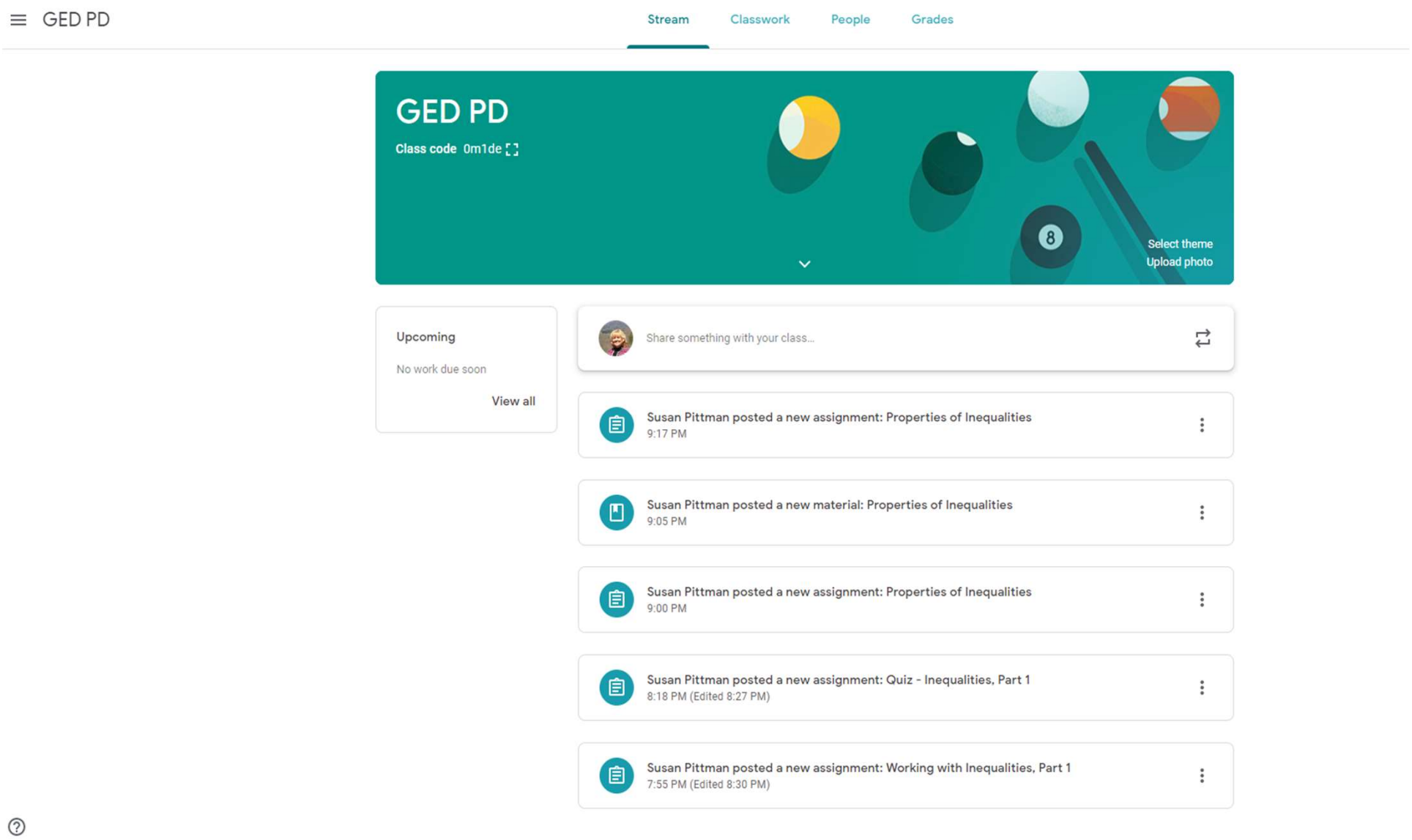
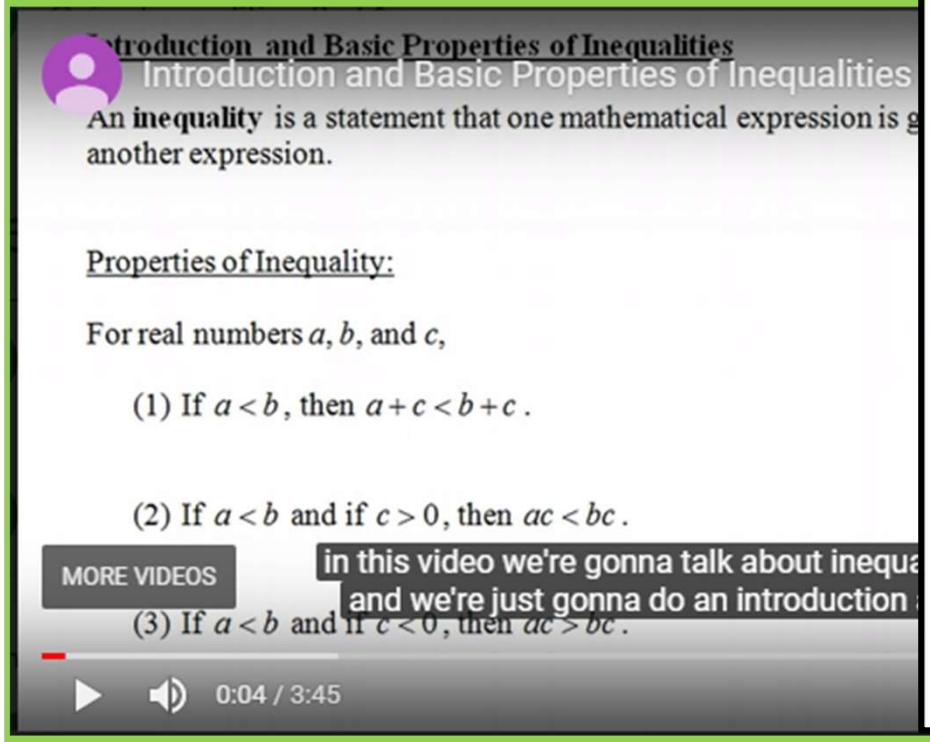
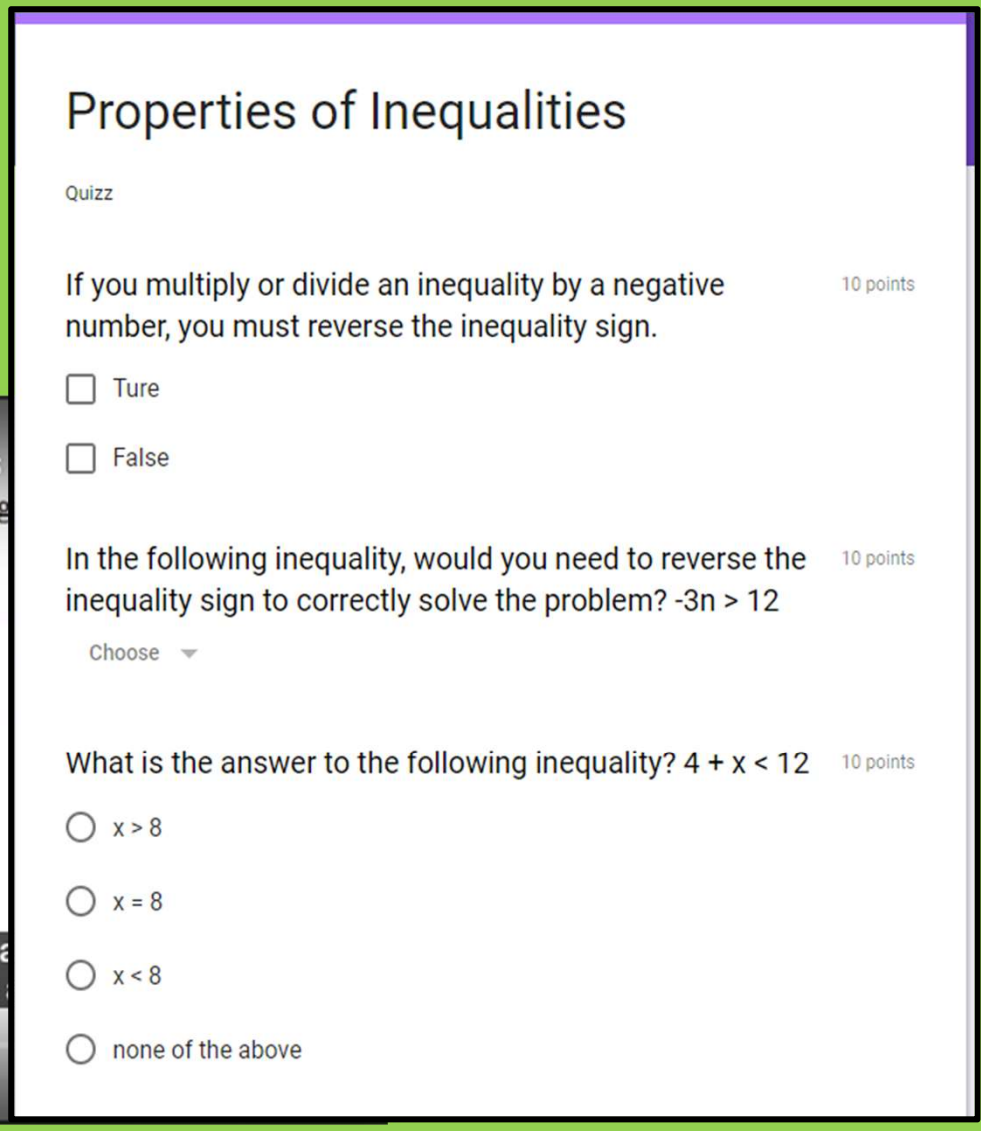
Google Classroom



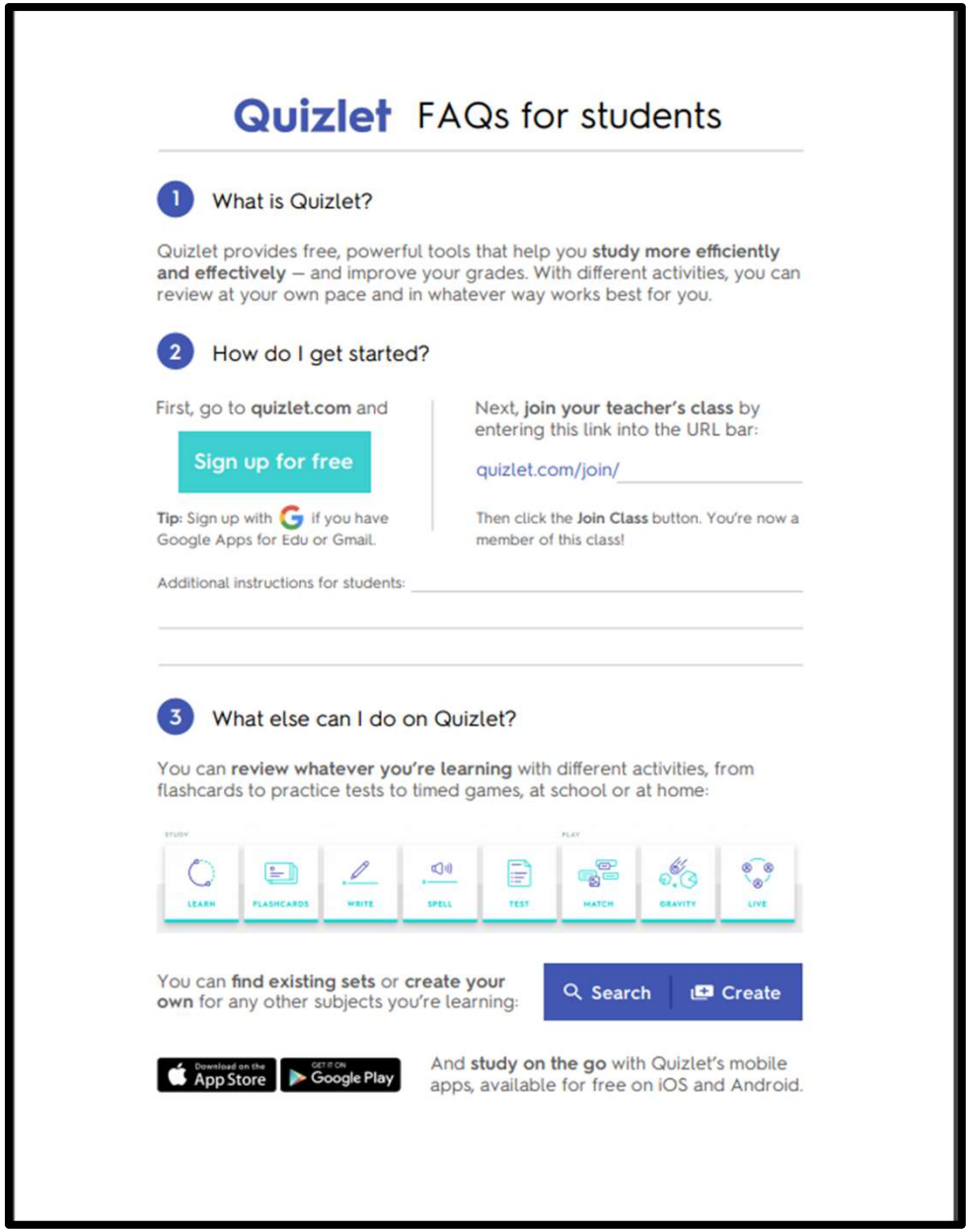
Assignments and Quizzes





Quizlet

Quizlet is a mobile and web-based study application that allows students to study information via learning tools and games. It is currently used by two-thirds of high school students and half of university students in the United States.



Quizlet (Fee-Based)

Quizlet Teacher

$3/month (Billed at $35.99 annually)

✓ You have this!

Track student progress

See how your students are studying on Quizlet

Create engaging content

Add custom images and recorded audio to make your material more fun and effective

Quizlet Live customizations

Create custom teams, play using diagrams, add audio and keep gameplay going continuously

Organize your classes

Create any groups you need with an unlimited number of classes

Advanced diagram creation

Add an unlimited number of locations to your diagrams and unlock custom shapes

Remove the ads

Help your students stay focused. There won't be ads on any content you create.

Offline access

Create and view sets anytime, anywhere with offline access on the Quizlet app

Night Theme

Make Quizlet easier on the eyes at night by shifting to a darker color scheme

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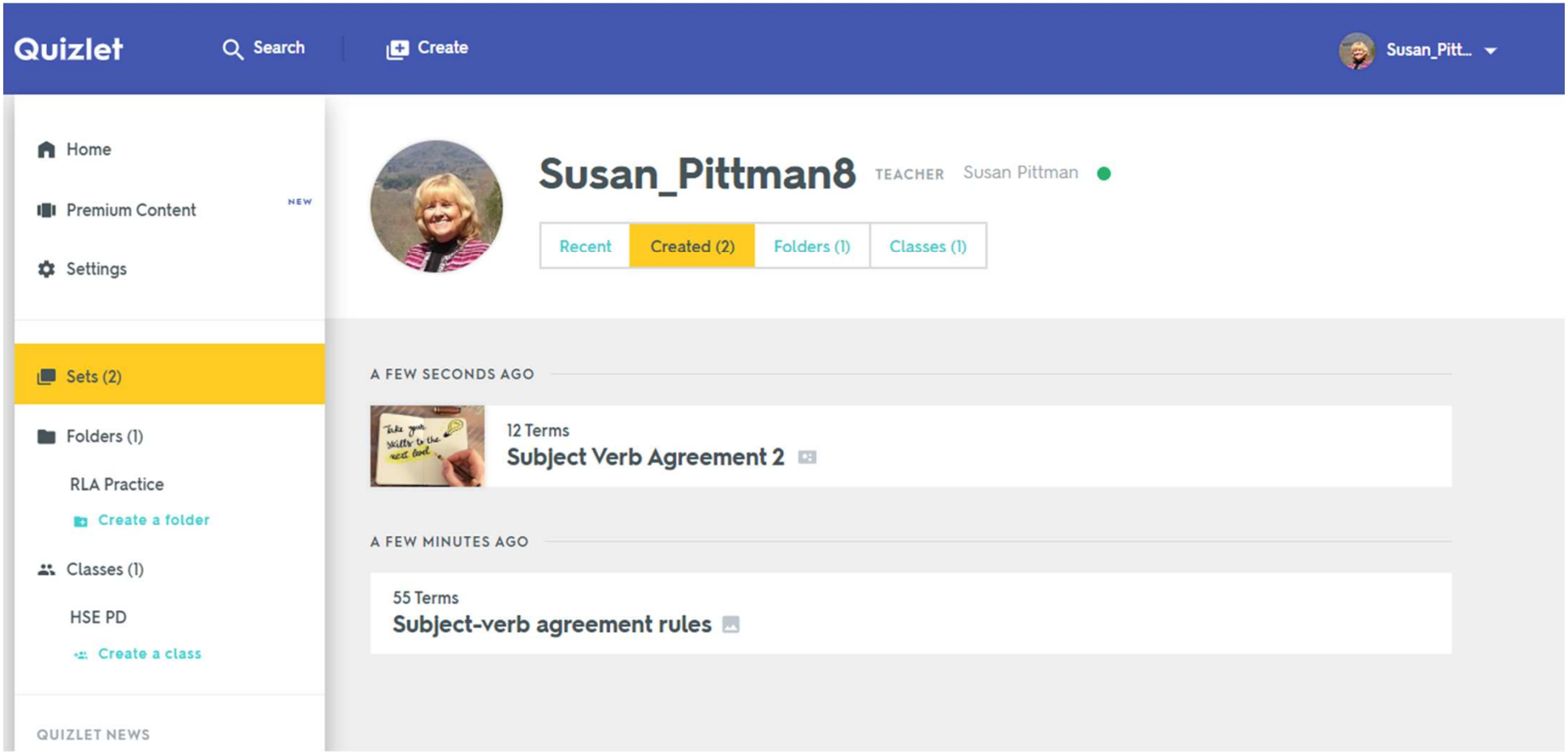

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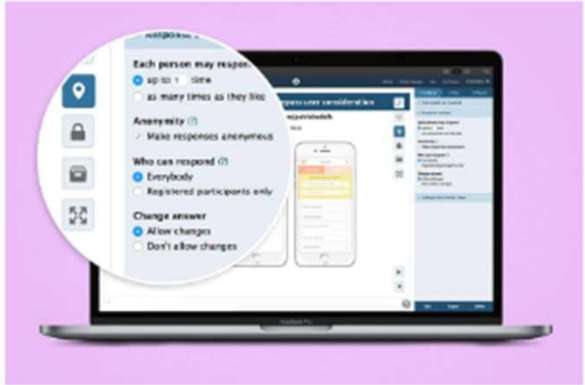
Poll Everywhere

Flexible at every step

Creating questions for live interaction

Choose from a large variety of poll activities, including multiple choice, open response, live word clouds, clickable images, up- and down-voting for Q&A, and rank order. Questions can be written in almost any language, and can include images, LaTeX syntax (for formulas), and emojis.



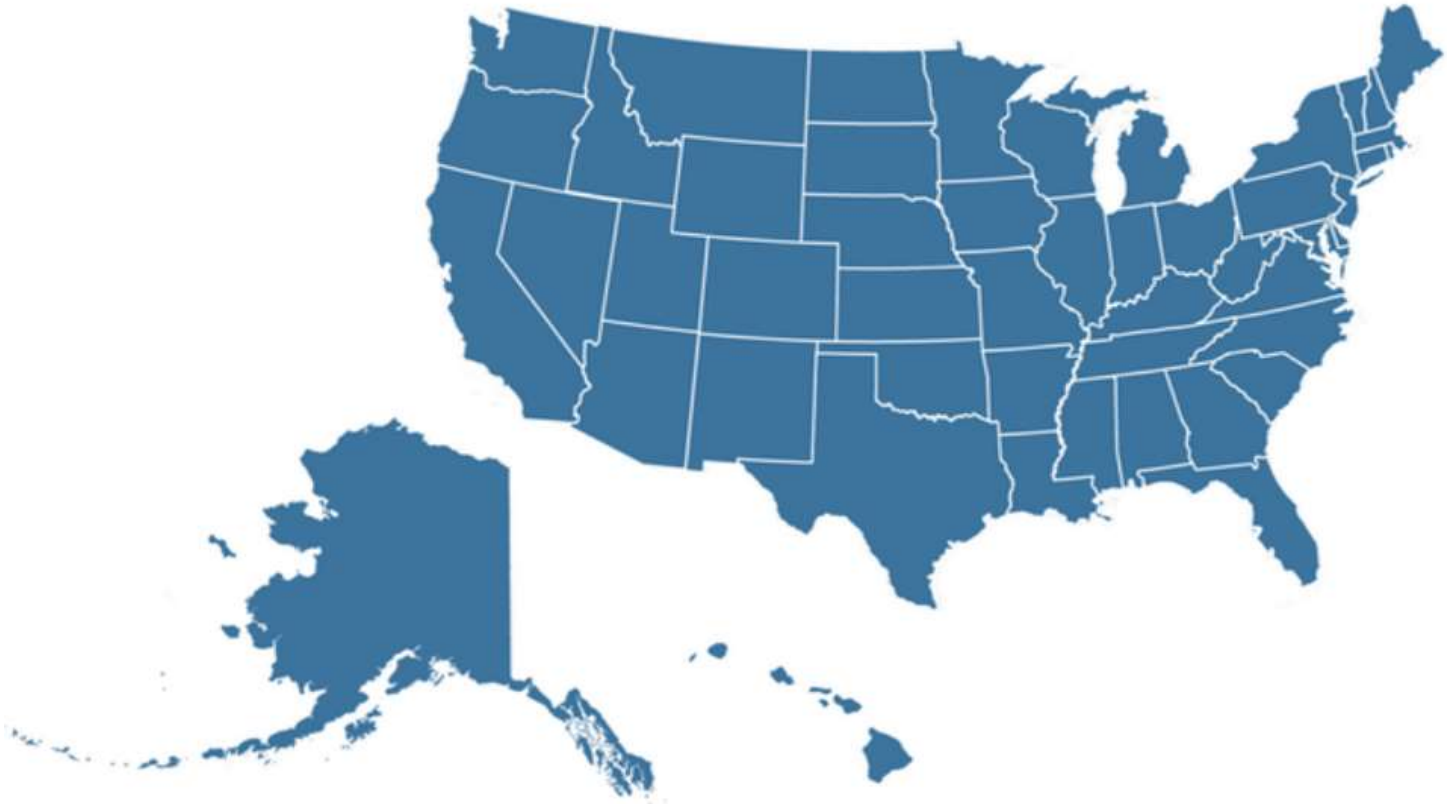
Inviting the audience to respond

Participants can respond using any device. They can go to a customizable web address or send a text message to participate. As the presenter, you control when responses are displayed on-screen – and if you have the premium moderation feature, you control which responses are displayed, too. Poll Everywhere supports international use with response instructions in 30 languages, along with international texting numbers.

Viewing the results

Customize the look and feel of the live chart with color, font, and image options. You can display live results from any web browser, or embed the live chart in your PowerPoint, Keynote, or Google Slides deck.

What's Your State?



What is the greatest challenge you have to integrating technology in the classroom?

What is one new thing that you hope to learn at this conference?

Top

Tuesdays for Teachers

When survey is active, respond at **PollEv.com/susanpittman814**

0 surveys done

0 surveys underway

Start the presentation to see live content. Still no live content? Install the app or get help at **PollEv.com/app**


Q & A

Thank you!

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